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ABSTRACT

Parkway Area Adult Basic Education Program formed a partnership with St. John's Mercy Medical Center, St. Luke's Hospital, Watlow Electric, Missouri Department of Elementary and Secondary Education, and Literacy Council of Greater St. Louis to develop a model National Workplace Literacy Program. The instructional model developed under Project REACH (Regional Education to Achieve with Company Help) was to establish a learning center at each business or hospital that was subsidized by the company. Each student had an individualized learning plan. A traditional basic skills/General Educational Development (GED) component was offered. Customized training classes were developed at each site and conducted on company time. At Watlow Electric, 134 employees participated in decimal training; 82 took a note-taking/writing class. Fifteen nutrition services employees received instruction on safe handling of chemicals, personal cleanliness and handwashing, and basic safety. Twenty-one employees of Surrey Place, the extended care facility of St. Luke's Hospital, completed a communications I class; four completed a communications II class. Outcomes included increased job retention, five participants attaining a GED, and larger pools of promotable employees. (Appendixes include summaries of evaluation surveys from St. John's Mercy Medical Center, St. Luke's Hospital, Surrey Place, and Watlow Electric; project assessment form; and articles and endorsements regarding project success.) (YLB)

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ED 377 295

PROJECT REACH

Regional Education to Achieve with Company Help

Performance Report

V198A20075

U.S. Department of Education
National Workplace Literacy Program

by

Parkway Area Adult Basic Education Program
Parkway Public Schools
12657 Fee Fee Road
Creve Coeur, Missouri 63146

June 30, 1994

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PERFORMANCE REPORT OF

PROJECT REACH I

NATIONAL WORKPLACE LITERACY GRANT V198A20075

PARKWAY AREA ADULT BASIC EDUCATION PROGRAM

The goal of Project REACH was to :

Increase levels of literacy, job performance, job satisfaction, productivity, job retention, and self-esteem of members of the area workforce.

This project performance report will attempt to ascertain how well the goals and objectives of the project were met.

THE PARTNERSHIP

Parkway Area Adult Basic Education Program formed a partnership with St. John's Mercy Medical Center, St. Luke's Hospital, Watlow Electric, the Missouri Department of Elementary and Secondary Education and the Literacy Council of Greater St. Louis to develop a model National Workplace Literacy Program in the St. Louis Metropolitan Area.

All partners remained with the program for the duration of the project and remain in partnership today under a second National Workplace Literacy grant.

Parkway Area Adult Basic Education Program organized and administered the project, including organizing advisory groups, designing and monitoring the instructional delivery system,

assessing employees, developing individualized learning plans (ILPs), and serving as a regional consultant to other area businesses and ABE programs.

The Business Partners provided space equipped with appropriate classroom furniture and storage space for workplace literacy classes and supported participating employees. Only Watlow Electric Company provided a shared-time program that offered financial support for employees for one hour of study if the employees would match the time with an hour of uncompensated time.

In addition, each business partner:

-- provided representatives to serve on Advisory Councils.

-- provided supervisor and employee time for job task analysis.

-- provided space, utilities, and furniture for workplace literacy classes as well as equipment, some clerical support, use of a phone, and storage space for materials and supplies.

-- introduced the project to the current workforce through in-house recruitment efforts.

-- paid employees during all customized classes.

It should be noted that the partners were very supportive of this project. The hospital programs have undergone an evolutionary process to the point that new training needs are constantly being discovered and Parkway Area Adult Education Program has an expanding consultative role. This has become a source of pride to the program because of the reputed difficulty of working with hospitals in the area of workplace literacy.

The Missouri Department of Elementary and Secondary Education provided teacher training in principles and methods of adult basic education and issued appropriate certification to qualified instructors. The Department was very supportive of the project, co-funding a video entitled Workplace Literacy under a 353 grant and providing the opportunity for dissemination of information on workplace literacy to ABE directors across the state.

The Literacy Council referred trained tutors to the Parkway Area Adult Basic Education Program and offered support throughout the project.

Advisory Boards met regularly at each grant site and provided a forum for input from all interested parties on program content, delivery, and recruitment.

Child Care and Transportation Allowances were effective incentives for 33 people. The targeted workforce was primarily too old to need child care and had previously-arranged transportation to the work site. The communication skills class at St. Luke's Hospital's Extended Care Facility, Surrey Place, was so well-received that several employees came in on their day off because of the transportation allowance to participate in classes.

THE MODEL

The instructional model that was developed under Project REACH was to establish a Learning Center at each business or hospital that was subsidized by the company at the rate of $15/hour for each teacher/hour for a minimum of four hours per week. It was

important to the Parkway Area Adult Education Program that partners value this service and be willing to underwrite part of the costs through direct payments as an indication that a workplace literacy program could be self-sustaining after the funding cycle. No fee was charged for administrative time, task analyses, meetings, curriculum development, or course materials, all of which would have to be covered without grant support.

The Learning Center was attended, per agreement with the sponsoring organization, on a shared-time basis at the manufacturing site or, as was the case with the two hospital partners, on 100% employee time. (It has been our experience that the shared-time arrangement is feasible for a manufacturing facility but almost impossible to arrange in health care because of high patient/care giver ratios and the critical nature of the work performed.)

Each student who attended the Learning Center had an Individualized Learning Plan (ILP) that was established with the help of the Learning Center instructor and kept confidential. This ILP contained assessment data, individual goals, packets of customized materials, and assignments.

A traditional basic skills/GED component was offered to meet the needs of employees who sought improved skills and career advancement and/or a GED. The goal was to have students have an average of 60 hours of instruction in basic skills so that skill levels could be maximally impacted. Students were counted as receiving a significant amount of instruction if they attended a

Learning Center for a minimum of twelve hours. Retention of students for the targeted 60 hours was possible with company support as in the case of the manufacturing site. It was more difficult in the hospital setting where participants often have two jobs and receive no compensation while attending. Babysitting and transportation money does help, but shared time is better.

The following chart lists Learning Center attendance by site:

Learning Center	Total Students	Students 12+ hours	Total hours of 12+ students	Average hours of 12+ students
1. St. John's Mercy Medical Center (Closed for three months during the grant cycle for renovation.)	60	19	734.45	38.66
2. St. Luke's Hospital	29	17	714.25	42.01
3. WATLOW Electric	55	34	2,211.45	65.04
TOTALS	144	70	3,660.15	48.57

Individual student progress in the Learning Centers is listed in the Appendix by site. Names have been deleted to protect the identity of individual participants and remain on file with the Parkway Area Adult Basic Education Program.

Job retention and promotions were tracked at WATLOW Electric because attendance, being on a shared time basis, was known to the employer. Because of the desire of students at the hospital Learning Centers to remain anonymous, statistics were not gathered from the worksite on job retention/promotion except when disclosed

by the student.

At WATLOW, 92% of the attendees of the basic skills program were still employed after 1.5 years. Six percent (3) students had been promoted, 6% (3) had been fired and one person had found other employment.

ENGLISH AS A SECOND LANGUAGE

Parkway Area Adult Basic Education Program is the largest provider of English as a Second Language services in the state of Missouri. Our expertise was largely unneeded at the three grant sites we serviced under Project R.E.A.C.H. Only two ESL students enrolled in the program, reflecting the absence of this population in the workforces serviced.

At the manufacturing site, the challenge was to meet the educational needs of an employee who was deaf and a native of Hungary. She was able to perform a temporary part-time job at the plant with the assistance of a co-worker who could sign, but her goal was to qualify for a promotion to a full-time, permanent position in a Columbia, Missouri, branch of the plant so that she could join her husband. The barrier was not the company's unwillingness to provide an interpreter, which they did, but the student's ability to sign appropriately and to understand job-related terminology and read directions written in English. She was illiterate in her own language, so translation was not effective. This student received instruction from an ESL teacher with the help of a sign language interpreter. The teacher was

fluent in Russian, which is similar to the student's native Hungarian. As a result of this intensive, two-on-one instruction, the student was able to achieve her goal.

An ESL student at St. John's Mercy Medical Center came to class originally to learn conversational English. She then decided to take a CNA course at a local community college and needed help with medical terminology. The student was able to pass the CNA course and has accepted a full-time position as a CNA at St. John's. This student was tutored using customized materials developed by Parkway ABE.

CUSTOMIZED TRAINING CLASSES

Customized training classes were developed at each site by:

* Targeting training needs through an Advisory Board meeting, a department meeting, or a supervisor meeting.
* Conducting a job-task analysis to discover underlying skills gaps.
* Developing customized training materials.
* Modifying developed materials with supervisor input.
* Conducting a pilot class to test materials.
* Conducting a formative evaluation of training.
* Scheduling and conducting classes.
* Evaluating instruction through appropriate measures, including student reaction sheets, supervisor ratings of employee behavior, and pre- and post-tests.

All customized instruction was conducted on company time. There was no charge for instructor time or curriculum development due to the research nature of the instruction.

The following is a review of the customized instruction developed under Project REACH:

WATLOW ELECTRIC

WATLOW Electric Company in St. Louis is undergoing a plant-wide conversion from traditional production lines to cross-trained teams that manufacture products in work groups of eight to ten people. Each worker is responsible for setting equipment to meet specifications as well as participating in team meetings. Through meetings of the Advisory Board and focus groups with supervisors, two training needs were identified:

- Decimal Training Functional context instruction to help employees master math, specifically decimals and job-related measurements.
- Notetaking for Group Meetings A class to provide instruction in how to understand meetings and organize ideas. (As a member of a self-directed cross-trained work team, each employee is responsible, on a rotating basis, for taking notes at team meetings and converting the notes into minutes.)

Decimal Training

134 employees participated in seven hours of training in a functional-context curriculum using job-related problems. The

workers attended class as a team on one hour of released time per week. The targeted goal of training 250 workers in job-related math was unrealistic because of a change in the time-table for the conversion of the plant and the actual number of employees in the targeted group.

	Goal	Actual	Achieved
WATLOW Decimals	250	134	54%

REACTION:

Participants, on the whole, reacted favorably to the classes (see Appendix iv.4). Eighty-two percent of the participants rated the classes "excellent" or "good". Seventy-nine percent of participants felt that the classes would benefit their jobs; 75% of the participants described the training as "clear/easy to understand."

LEARNING:

Initially, WATLOW Electric did not want any formal evaluation of learning, explicitly not a pre-test or post-test or a standardized test. It was the feeling of management that tests would create anxiety and negatively impact the "team approach" to learning. After the first two classes were successfully held, pre- and post-tests developed by Parkway were given students on job-related decimal problems. During the classes, knowledgeable

students assisted those needing help and developed the team spirit so desired by management.

The average of pre-class test scores was 51%; the average of post-class scores was 78%, for an average gain of 27%. (Appendix iv.8) Eighty-seven per cent of students achieved mastery of material at a 70% success level; 13% of the students did not show mastery on the post-test and were referred to the Learning Center for work in math. Referrals and test scores were confidential.

BEHAVIORAL CHANGES:

In an attempt to measure changed behavior on the job, four supervisors were asked to state participants' changes in work-related behavior. One supervisor cited fewer decimal-related errors, one felt that less supervisor time was spent assisting employees. One supervisor noticed improved cooperation in the team. Three of four supervisors mentioned an increase in employee self-confidence. The overall program received an average rating of "9" on a 10 - point scale when rated by direct supervisors. (Appendix iv.1)

RESULTS:

An attempt was made to trace production improvements to fewer math errors and it was initially felt that these improvements could be tracked and charted. A change in machinery and changes in assignments on the floor made tracking errors to trained or untrained people virtually impossible. In December of 1993, one

line that had not been trained had an extremely high scrap rate and the Director of Human Resources attributed the problems to the inability of the workers to do the necessary math. The comment was: "I knew we should have trained the whole plant." Decimal-trained workers were switched into the station until a production crunch could be met, then the regular workers were trained in job-related math.

WATLOW Writing Class

Eighty-two employees at WATLOW Electric chose to take an elective 4.5 hours of instruction in a note-taking/writing class. WATLOW Electric and the class instructor developed a video tape of a team meeting so that a realistic simulation could be used. Because the class was optional, the initial goal of 100 employees was not met.

	Goal	Actual	Achieved
WATLOW Writing Class	100	82	82%

Ninety-seven percent of the employees who participated in this training felt that the training was "Excellent" or "Good"; 90% felt that the class was "Clear/easy to understand"; 92% of participants felt that the class would be of benefit on the job. (Appendix, iv.14-15.) Supervisors were not asked to rate behavioral changes in employees because of the varying nature of

the application of knowledge. The anecdotal information received about this was extremely positive. Also, the project director and curriculum development specialist randomly visited a team meeting and saw a literacy-level student conduct the meeting, using an agenda with action items, a direct application of the class.

ST. JOHN'S MERCY MEDICAL CENTER
NUTRITION SERVICES, DISHROOM PERSONNEL

A hepatitis outbreak in St. Louis in the fall of 1992 made nutrition services administrators even more aware of the need for training in the area of safety and sanitation. St. John's Mercy Medical Center has a number of dishroom employees who are graduates of the Special School District. These developmentally-delayed workers are coached by on-site special education teachers until the age of 21, when they receive the customary inservice training offered through the hospital. To better meet the training needs, Project R.E.A.C.H. was asked to develop materials and deliver customized instruction on safe handling of chemicals, personal cleanliness and handwashing, and basic safety. This approach stressed vocabulary, concept development, and problem-solving skills. This training for 15 nutrition services employees enabled the workers to improve knowledge and behavior in essential skills for their own protection and to comply fully with the spirit of OSHA and other regulations.

Pre- and post-instruction ratings by supervisors indicated a dramatic gain in job-related basic skills. Supervisors rated

participants on behaviors such as: "Can identify which chemicals in the dishroom can be dangerous.", "Refrains from eating items left on patient trays", "Can state three signs of illness/injury brought on by chemical spills." through questioning and observation. General job performance ratings showed a 9.26% post-instruction gain. (Appendix,i.3)

St. John's Mercy Hospital
Dishroom Personnel
January 1993 - May 1993
Gain Compilation from Supervisor's Ratings
Reach 1

	Question	% Gain
1	Can identify which chemicals in the dishroom can be dangerous:	22.00%
2	Can state three signs of illness/injury brought on by chemical spills:	76.47%
3	Wears appropriate attire for safety: gloves, goggles, etc.:	15.25%
4	Handles dishroom chemicals with care (no mixing, etc.):	29.41%
5	Says what to do if a spill/burn occurs (notify supervisor or call emergency #):	50.00%
6	Can tell/show procedures for rinsing eyes, drinking fluids if body contact is made with chemicals:	168.18%
7	Demonstrates good personal hygiene (attire, cleanliness, grooming):	10.53%
8	Washes own hands at appropriate times using proper technique:	76.19%
9	Demonstrates ability to check temperature on dish machine accurately:	8.33%
10	Demonstrates ability to regulate dish machine temperature:	8.33%
11	Refrains from eating items left on patient trays:	12.90%

12	Knows appropriate method to dispose of needles on trays:	*
13	General job performance rating:	9.26%
	*** unevaluated on pre-evaluation sheet; no gain measurable**	

The materials that were developed for this instruction would prove helpful in working with restaurant personnel, kitchen workers, or workers in sterile environments.

Nutrition Services, Dishroom Personnel

# students	Goal	Completion	Gains -
15	0 (Not in grant)	Rate 100%	Ranged from 8.33% -168.18%

It is the feeling of everyone involved in this project that this training preserved jobs for a population most in need.

SURREY PLACE, COMMUNICATION SKILLS

Advisory Board meetings at St. Luke's Hospital targeted Surrey Place, the extended care facility of St. Luke's Hospital, for a research project. Supervisors were reporting that nurses' aides had difficulty in communicating with co-workers, with supervisors, and

with the families of the residents.

A communications skills class was developed based on the input received from supervisors and nurses' aides. Evaluations were made pre- and post-instruction of each participant by his or her supervisor in the areas of:

* Listening and speaking skills
* Attendance
* Workplace knowledge (follows personnel rules, is appropriate in workplace behavior, contributes to team efforts, interfaces appropriately with residents)
* Quality of work
* Attitude toward job
* Amount of supervisor time required
* Overall rating of employee
* Would you currently recommend this employee for advancement?
* What improvements would you like to see in this employee?

This instruction has proved extremely successful both at St. Luke's Hospital, St. John's Mercy Medical Center, and at several other non-grant sites. Instruction began with a mind-mapping exercise that required the group to define what makes a good employee and what makes a good work environment. Role-play exercises developed for each site include actual problems encountered on the job.

REACTION:

All participants rated this program either "excellent" or

"good". All ratings indicated that the class will benefit the student on the job either "a lot" or "some". Every participant said the class was "clear and easy to understand." (Appendix, iii.1).

BEHAVIOR:

Supervisors were asked to rate employees pre- and post-instruction. (See supervisor's Rating Scale, Appendix iii.4&5). The following chart reflects the reported gains.

Surrey Place Communications I Supervisor Rating of Employees 11/92 - 3/93 Pre- and Post- evaluation Compilation Reach I Question	Gain
1.a. Communication Skills - Listening Skills	11%
1.b. Communication Skills - Speaking Skills	17%
2. Attendance	5%
3. Workplace Knowledge: follows personnel rules, appropriate behavior, contributes to team efforts, interfaces appropriately with residents.	10%
4. Quality of work	8%
5. Attitude toward job	11%
6. Amount of supervision required	5%
7. Overall rating of employee	14%
Average gain	10%

Surrey Place, Communications II

When 21 employees had successfully completed the Surrey Place Communications I class, the management requested a follow-up class to reinforce and expand upon the concepts presented in Communications I. The Communications II class was offered to eight employees who had taken Communications I, six started the class and four completed. The class pre- and post ratings by supervisors are reported in the Appendix, iii.11. The overall ratings of employees increased 16.67%. The topics developed for Communications II have been used with modification at sites throughout the St. Louis area.

St. Luke's Communications I

Because of the effectiveness of the communications units developed for Surrey Place, St. Luke's Hospital asked that this class be given for targeted employees. The supervisor ratings pre- and post- training indicate dramatic gains in the areas of listening skills (23.08), speaking skills, (28.57%), and attitude toward job (38.46%). (Appendix ii.3).

BENEFITS TO ADULT WORKERS AND THEIR INDUSTRIES

The original grant outlined the following goals which appear in italics. A reply has been formulated for each point.

The benefits to the workers who participate in the project's workplace literacy classes will be as follows:

-Participants of the project will be better positioned to retain their jobs as the change to total quality systems

transforms the workplace.

Comment: Job retention statistics indicate that this has happened.

-Participants of the program will have the opportunity to acquire basic skills needed to do the work required now and be able to see options open to them for advancement in the future.

Comment: This was accomplished.

-Participants of the program will be better prepared to function as team members performing multiple responsibilities.

Comment: The evidence indicates that this has been accomplished.

-Participants of the program will have the opportunity to talk with a job counselor about basic skills and remediation. Counselors will be able to administer interest inventories and provide support to the individual in making job-related decisions.

Comment: A counselor was made available to participants. Two versions of the Holland Self-Directed Search were used to assist clients in the decision-making process. One version, the E, is written on a 4th grade reading level with realistic choices for a literacy-level student.

-Participants of the program will be able to work toward a GED with the support of their employers.

Comment: This was possible in every Learning Center. Five participants have attained a GED thus far in the program. At least three other students are in the process of submitting applications.

-Participants of the program with limited English proficiency will have the opportunity to participate in ESL instruction.

Comment: This service was made available.

-Participants of the program will have the opportunity to attend classes without the additional burden of child care

expenses and transportation concerns.

Comment: Transportation and child care reimbursement in the amount of $3 per day for transportation and $3 per hour for babysitting for non-compensated time were made available.

-Participants of the program will have representation on the workplace literacy advisory board.

Comment: This took place at every site.

The benefits to partners who participate in the project will be as follows:

-Partners will experience a measurable increase in productivity.

Comment: This proved to be extremely difficult to measure because increases could not be traced directly to instruction.

-Partners will have a larger pool of promotable employees.

Comment: Examples of have been cited of employees who have been promoted.

-Industrial partners who are converting to World Class Management and Continuous Quality Improvement systems will have team members better prepared to assume multiple responsibilities.

Comment: The evidence would indicate that this happened at WATLOW.

PLAN OF OPERATION

The original goals and objectives as stated in this grant and outcomes are stated in the following table:

GOALS AND OBJECTIVES

	Original Goal	Actual Achievement	% of goal Achieved
Objective 1.1 At least 150 participating employees will receive workplace literacy training	150	408 entered the program; 323 completed the program. 73 students withdrew from a Learning Center before achieving a minimum of 12+ hours.	+272% +218%
Objective 1.2 At least 75% of participating employees will complete their instructional programs	75%	79%	+4%
Objective 1.3 At least 75% of those completing a basic skills/GED program will show measurable gains on the TABE	75%	93%	+18%

Objective 1.4 At least 75% of those completing a functional context program will show improved job performance	75%	34% in overall performance rating of employee --- Improvement in at least one area rated that was targeted by training-98%	
Objective 1.5 At least 75% of those completing their programs will report improved job satisfaction	75%	not measured because an appropriate instrument could not be developed	
Objective 1.6 At least 75% of those receiving ESL instruction will improve their communication skills	75%	100%	+25%

The following chart reports students who enrolled and completed programs by site:

*	Name of Company/Site	Enrolled	Completed
	St. John's Nutrition Svcs.	15	15
	St. John's Learning Cntr.	60	19
	St. Luke's - Commun. I	6	4
	St. Luke's Surrey Place		

Communications I	21	21
St. Luke's Surrey Place Communications II	6	4
WATLOW Decimal	134	128
WATLOW Writing Class	82	82
WATLOW Learning Center	55	33
	408	323
	79% Completion Rate	

(Completion rate means that 80% of customized training classes were attended and that, in a Learning Center, each student attended for a minimum of 12 hours.)

It is disappointing that so few employees avail themselves of the Learning Centers that are provided at hospitals. It is our experience that these employees are at risk because the restructuring of health care delivery services means that these workers face a future of down-sizing and retraining. The training model that has evolved during this program was to work with supervisors to deliver short courses in targeted areas on hospital time.

DISSEMINATION ACTIVITIES

REACH I disseminated information about Workplace Literacy through:

* **VIDEO**. A video entitled Workplace Literacy was produced at the University of Missouri, St. Louis, that explains to employers the benefits of instituting an on-site workplace literacy program. This video was distributed to 48 member hospitals by the Hospital Association of Metropolitan St. Louis, a grant partner. Seventy

copies of the video have been purchased by other educational providers. This video was in constant play during the month of September 1993, on the educational cable channel of the University of Missouri system.

*** PRESENTATIONS AT CONFERENCES:**

* MAACE (Missouri Association for Adult, Continuing and Community Education), State Conference Workshop: "Workplace Literacy, A Functional Context Approach", March 10, 1994, Jane Snyder.

* International Reading Association, Third North American Conference on Adult and Adolescent Literacy, Washington, D.C., "Marketing Workplace Literacy", February, 1994, Carla Rosen.

* AAIM Management Association's Regional Quality Institute's Human Aspects of Quality Improvement, November 17, 1993, Jane Snyder.

* LIFT Missouri's Collaborations for Success, October 14, 1993. Sponsored by LIFT, Missouri, Missouri State Library, Missouri Humanities Council, Department of Elementary and Secondary Education, Walton National Literacy Center. Panel discussion on workplace literacy, Jane Snyder.

* U. S. Department of Labor Regional Heartland Conference, Kansas City, Missouri, "Workplace Literacy That Works", May 11-13, 1993, Jane Snyder.

TRAINING PROGRAMS:

* A training program for all Adult Basic Education directors in the St. Louis metropolitan area.

* Four half-day teacher-training programs that were open to all ABE teachers in the metropolitan area.

PUBLICATIONS:

* "Workplace Literacy", EDUCATION St. Louis, May, 1993, Jane Snyder.

EVALUATION

Dr. John Henschke of the University of Missouri, St. Louis, served as evaluator for REACH. He met on a monthly basis with the Project Directors and, helped with the formative evaluation process, and has received evaluations from the partners for compilation of a formal evaluation report.

CONCLUSION

The Parkway Area Adult Basic Education Program has developed and delivered workplace education programs since 1988. Project REACH enabled our program to expand our knowledge in the field and offer services that included needs assessments, job-task analysis, and curriculum development.

Appendix

St. John's Mercy Medical Center

St. John's Mercy Medical Center
Nutrition Services Basic Sanitation Course
Instructor/Class Evaluation
February--April 1993
Reach 1

The overall program was:		
	Excellent	2
	Good	2
	Fair	1
	Poor	0
Program objectives were met:		
	Fully	1
	Partially	3
	Not at all	0
Instructor's manner:		
	Very good	12
	Good	3
	Fair	0
	Poor	0
Instructor's knowledge:		
	Very good	8
	Good	6
	Fair	0
	Poor	0
Content organized:		
	Very good	5
	Good	7
	Fair	1
	Poor	0
Content--beneficial and pertinent to my job:		
	Very good	8
	Good	4
	Fair	0
	Poor	0
Content presented at my level of understanding:		
	Very good	7
	Good	6
	Fair	0
	Poor	0
Class discussion (ample time, relevant):		
	Very good	5
	Good	7
	Fair	1
	Poor	0
Audio/visual aids (films, slides, reading materials):		
	Very good	7
	Good	6
	Fair	0
	Poor	1

11 evaluations received

ST. JOHN'S MERCY MEDICAL CENTER - NUTRITION SERVICES
EVALUATION FORM

OGRAM TITLE: Basic Sanitation Course
TE(S): Feb-Apr 1993 INSTRUCTOR: Carla Rosen M.Ed.
The overall program was: 11 (2) Excellent 11 (2) Good 1 (1) Fair ___ Poor
Program objectives were met: 1 (1) Fully III Partially ___ Not at All
Quality of Instruction (3)
Place an "X" in the box which you feel is appropriate for each item.

	POOR	FAIR	GOOD	VERY GOOD
. Instructor's manner			III (3)	IIII IIII II (12)
. Instructor's knowledge			IIII (4)	IIII III (8)
. Content organized		1 (1)	IIII IIII (9)	IIII (5)
. Content - beneficial and pertinent to my job			IIII (4)	IIII III (8)
. Content - presented at my level of understanding			IIII I (6)	IIII II (7)
. Class discussion (ample time, relevant)		1 (1)	IIII II (7)	IIII (5)
. Audio-visual aids (films, slides, reading materials)	1 (1)		IIII I (6)	IIII II (7)

mments:
to me this meeting was real real good for me.
this was a good class.
pics Needed in Future Programs:

The evaluation that asked if the pace was too fast marks on it. It was the 2nd page and difficult, since I thought it was being filled out.

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St. John's Mercy Hospital
Dishroom Personnel
January 1993--May 1993
Gain Compilation, from Supervisor Rating - Population of 15
Reach 1

	Question	% Gain
1	Can identify which chemicals in the dishroom can be dangerous:	22.00%
2	Can state three signs of illness/injury brought on by chemical spills:	76.47%
3	Wears appropriate attire for safety: gloves, goggles, etc.:	15.25%
4	Handles dishroom chemicals with care (no mixing, etc.):	29.41%
5	Says what to do if a spill/burn occurs (notify supervisor or call emergency #):	50.00%
6	Can tell/show procedures for rinsing eyes, drinking fluids if body contact is made with chem	168.18%
7	Demonstrates good personal hygiene (attire, cleanliness, grooming):	10.53%
8	Washes own hands at appropriate times using proper technique:	76.19%
9	Demonstrates ability to check temperature on dish machine accurately:	8.33%
10	Demonstrates ability to regulate dish machine temperature:	8.33%
11	Refrains from eating items left on patient trays:	12.90%
12	Knows appropriate method to dispose of needles on trays:	*
13	General job performance rating:	9.26%

*unevaluated on pre-evaluation sheet; no gain measurable

St. John's Mercy Hospital
Basic Skills Class - Pre and Post Testing
July 1992-March 1994
TABE Scores Reported by Grade Level

Student Name	Total Hours Attended	Reading Pretest	Reading Posttest	Math Pretest	Math Posttest	Language Pretest	Language Posttest
1 Agnew, Ed	1.75	Keyboarding					
2 Alt, Brenda	3.00	5 hrs					
3 Andrews, Rhonda	18.50	Medical terms				M5 4.4	
4 Beech, Jolene	38.00	Studied for college entrance				5A 8.2	
5 Bennet, David	2.00				5A 8.4		
6 Bent, Diana	33.75	5A 12.1		5E 5.3		5D 8.5	5D 6.7
7 Bentrup, Joann	6.75	5D 9.4				5M 9.5	
8 Blackburn, Claire	3.45	Keyboarding–job related					
9 Booth, Wardean	7.00	5E 3.4				5E 2.4	
10 Braddock, Bobby	1.00						
11 Brookman, Helen	9.75					A5 12.9	
12 Buch, Jana	44.25	5A 12.9		5A 9.5	Passed Allied Health Exam; now attending college		
13 Carney, Tim	21.75					5D 5.6	
14 Clayton, Debbie	0.00						
15 Cross, Jacqueline	0.25						
16 Dean, Barbara	8.75	Keyboarding					
17 Dohack, Suzanne	5.00	Keyboarding					
18 Foster, Andrea	1.50	5A 9.2					
19 Frederick, Janet	0.50	No test					
20 Fudge, Don	44.50	Sloss. 1.5	Sloss. 1.9	Worked with literacy tutor			
21 Fuller, Janice	7.00						
22 Greer, Denise	3.00						
23 Harris, Adrienne	14.70	Keyboarding					
24 Hart, Delores	4.50	5M 6.9				5M 3.5	
25 Hartman, Sheila	9.50					5D 8.0	
26 Hewing, Yolanda	3.00	5D 11.2				5D 12.9	
27 Hindes, Maria	21.20					McG-H Eng 81 (Lev 4) ESL	
28 Hodges, Mary	1.00						
29 Hoskins, Pearline	2.50	Keyboarding					
30 Howell, Carol	6.50	Keyboarding. Schedule changed to another site. Could not attend.					
31 Jones, Debra	5.75						

Student Name	Total Hours Attended	Reading Pretest	Reading Posttest	Math Pretest	Math Posttest	Language Pretest	Language Posttest
32 Kennedy, Alice	3.00	Keyboarding					
33 Khaabeck, S.	5.25						
34 Khadfidh, Althea	20.50	Keyboarding					
35 Knott, Mary	6.25	D5 8.7					
36 Lamkin, Sharon	0.75	Keyboarding					
37 Le, Mai	112.70	*5E 4.6	5M 6.5	5M 7.1		5E 2.8	5M 3.5
38 Lee, Brenda	22.75	5A 12.9	passed Allied Health exam				
39 Maradigue, Eddie	156.00	5E 3.3	5E 3.1	5E 4.7		ESL student	
40 Milano, Linda	15.75	passed Allied Health exam (reported 3/29/94)				5M 12.9	
41 Miller, Stacy	48.00	Keyboarding. High school graduate.					
42 Pridgen, Michelle	2.25	Keyboarding				5A 12.9	
43 Reed, Theresa	4.75	Medical terms. Took part of TABE				M5 9.8	
44 Reifschneider, Sue	31.50						
45 Reuther, Edward	17.25	Keyboarding				5A 7.7	
46 Romero, Mary Jane	2.00					D5 8.2	
47 Ross, Linda	9.25						
48 Schmaltz, Nancy	1.00	Came to open house					
49 Sellers, Jean	1.00						
50 Shepherd, Doug	40.10			5E 5.2		5M 7.6	
51 Simon, Patricia	6.50	Locater = 25					
52 Stevenson, L.	9.30			5D 11.1		5D 9.5	
53 Sutherland, David	6.00	Medical terms					
54 Tankins, Audrey	2.00						
55 Terry, Linda	0.50						
56 Tucker, Lillie	3.50						
57 Utley, Bonnie	4.00						
58 VandeRiet, Cynthia	12.50						
59 VanTreece, Frankie	20.75	5M 9.0		5E 5.3		5E 4.0	
60 Welter, Diane	0.50	0					
61 Wett, James	0.75	Came to open house					
62 Wilson, Tane	4.75						

*ESL student. Passed CNA exam.

St. Luke's Hospital

St. Luke's Communications I
Customer Satisfaction Survey
October to November 1993

Overall, this program was:	
Excellent	1
Good	5
Average	0
Not good	0
Unacceptable	0
This will benefit me in my job:	
A lot	2
Some	4
Maybe in the future	0
Little	0
Not at all	0
This program was:	
Clear and easy to understand	6
Over my head	0
Too basic for me	3
Disorganized and unclear	0

St. Luke's Communications I
Customer Satisfaction Survey
October to November 1993
Reach 1

Comments about the program:

1. The program was interesting, but I feel I would like a more advanced class as a follow up. Facilitator was very nice and "down to earth" allowing participants to share info. Thank you!
2. Just renewing all the basics helped.
3. I think it would be great to learn how to deal with someone you work with that always takes things wrong, tries to make issues out of the smallest things. (I know this would be hard to do.)
4. Ann was very cheeful in presentations. Videos were helpful.
5. Thought role-playing was beneficial--would like to do more. Follow up course on dealing with stress?

St. Luke's Communications I
Pre and Post Evaluations of Employees
October--November 1993
Overall Gain Compilation
Reach 1

Question	Gain
1a Listening skills:	23.08%
1b Speaking skills:	28.57%
2 Attendance:	0.00%
3 Workplace knowledge: Follows personnel rules, appropriate in workplace behavior, contributes to team efforts, interfaces appropriately with residents:	14.29%
4 Quality of work:	0.00%
5 Attitude toward job:	38.46%
6 Amount of supervision required:	-5.56%
7 Overall rating of employee:	6.25%

St. Luke's Hospital Communications I
Employee Pre and Post Evaluation
October to November 1993
Reach 1

Question 9 What improvements would you like to see in this employee?

1. Would like to see her ask questions if she does not understand the instructions instead of guessing what they mean. This ends up taking more time to go back and redo things.
2. ... is a good employee however she needs to learn how to be more positive and open minded. She needs to focus on things that we can do and not why we cannot do things. Hopefully her communication skills and listening skills will improve after this class.
3. Behavior is not always appropriate for level of responsibility (gossipy). Team effort only when convenient.
4. More global thinking as to the areas of our department that can contribute to the overall progress of the hospital.

Question 9 Have you seen a change in the communicationskills of this employee since the communication skills course?

1. I have noticed an improvement in that ... does try to ask questions so that she can get an understanding of the whole project before she begins. I feel that this course is very beneficial.
2. ... has improved her communication skills tremendously. She is able to communicate effectively. She is also setting personal goals for herself. I hope to continue to see a positive attitude.
3. Continues to gossip inappropriately, but has shown improvement (not gossiping at the lunch table.)
4. Unsure.

St. Luke's Hospital
Basic Skills Class - Pre and Post Testing
July 1992-March 1994
TABE Scores Reported by Grade Levels; GED Reading Scores Are a Compilation

	Total Hours Attended	Reading Pretest	Reading Posttest	Math Pretest	Math Posttest	Language Pretest	Language Posttest
1	152.25			5D 9.4	6D 11.7		
2	1.50	5M 7.3					
3	1.50						
4	5.00	5A 12.9		5D 12.9		5A 9.1	
5	12.00						
6	86.50			5D 11.7	5A 10.1		
7	10.50			5D 4.7	5A 12.9	5D 4.8	
8	15.00						
9	19.00	5M 7.8		5E 6.3		5E 5.1	
10	3.25					5D 10.0	
11	4.00			5D 8.3			
12	92.25	5D 12.9					
13	2.50	5A 12.9		5M 8.0		5D 7.7	
14	1.50			5A 12.9		RECEIVED GED	
15	17.50			5M 7.5		5M 8.6	
16	83.50	5A 8.5	GED Prac 41	5M 5.5	GED Prac 40	5D 9.1	GED Prac 44
17	1.00						
18	36.25	5D 6.8	GED Prac 48	5E 5.3	GED Prac	5D 8.8	GED Prac 43
19	22.50	5D 9.0		5E 3.6		5E 5.5	
20	68.75	5A 12.9		5D 9.1	6D 12.9	5A 12.9	
21	3.00	5D 8.9		5M 9.2			
22	12.25					5D 12.9	
23	12.75	5A 12.9		5D 7.8		5D 12.9	
24	15.25	5A 11.7		5M 7.2		5M 5.4	
25	16.25	5D 12.9		5M 8.6		5M 10.9	
26	1.25					5A 12.9	
27	28.25	5A 9.8		5M 7.8		5D 9.1	
28	2.50			5E 7.6			
29	24.00	5A 12.9		5M 7.7		5M 10.9	

Surrey Place
(St. Luke's Hospital Extended Care Facility)

Surrey Place Communications I
Customer Satisfaction Survey
Response Compilation
11/92-9/93
Reach 1

Question	Nov 1992	Mar 1993	Sept 1993	Total
Overall this program was:				
Excellent	4	5	1	10
Good	1	4	5	10
Average	0	0	0	0
Not Good	0	0	0	0
Unacceptable	0	0	0	0
This will benefit me in my job:				
A lot	4	4	1	9
Some	1	5	5	11
Maybe in the future	0	0	0	0
Little	0	0	0	0
Not at all	0	0	0	0
This program was:	*			
Clear and easy to understand		9	6	15
Over my head		0	0	0
Too basic for me		0	0	0
Disorganized and unclear		0	0	0

* Not rated on first class

Surrey Place Communications I
Customer Satisfaction Survey
Response Compilation
11/92-9/93
Reach 1

November 1992

1. Good teacher. Well organized. Teaches about ourself. Lean how to communicate to different types of people.
2. Go more in depth. Have more physical action when teaching or explaining.
3. Being able to talk about life things, to related to our problems that we as employees might have that might interfere with our job duties. I do feel that if you have this type of course it will benefit those who do have an inferiority of talking about things. I feel the lady of course has done a great job.
4. Maybe the fact that when people realize what is causing problems of any kind, maybe help them come to an understanding and maybe show what they can do to better themselves.
5. Makes you stop and think about yourself, the way you approach others on the job.
6. Seems like all topics covered are covered to my knowledge. Maybe how to control anger or impatience?
7. I enjoyed instruction with the other employees, beign able to sit and talk about our feelings toward our job positions.
8. I enjoyed the role playing the most.
9. I have found this class to have refined and sharpened my way of communicating toward othes in my daily way of life. I think this type of class is very interesting, becasue not every individiual gets the same thing out of it, which si good because the different aspects help enhance and add, to your own way of communicating with others. As I sat throught the last 5 Wenesdays, it gave me insight into how I might have come off to others, not only in body language, but maybe just in my choice of words an how others received them. I would recommend this class to others and maybe go into a little more detail.

March 1993

1. If classes were 1.5 to 2 hrs long, we could get into more detail, discuss more work related situations and maybe find a new approach for them
2. More time per class, so one has time to "warm up," especially when one comes straight from the job to the class. Instructor was always rushed. I felt almost guilty to start asking questions. Although the instructor is not to blame. She is very outgoing, she did her best with the amount of time she had. Have the class more frequently, like every 6 months. Everybody should go.
3. Program needs to be a little longer than an hour.
4. I thought it was a very nice class even though I didn't think I needed to take the class. But I had fun anyway.
5. It was too short and far in between. They need to be more time, not just for an hour.
6. The class helps with work and home life. It shows you how to deal with all problems.
7. Maybe make them at a different time--at 2:00 in the afternoon it is hard to get away, or

leave your other work. But the class was very helpful. Thanks!

8. This class helped me recognize a lot of feelings about myself. The teacher always made it enjoyable and she made it comfortable.
9. In this class we learned to assert ourselves and learned about stress.
10. The teacher was very well liked. I wish the class was for longer than an hour and a half.
11. The program was very very helpful. I would like it more often, maybe twice a week and for longer periods of time. Stress management is definitely a topic that needs more time. I feel all employees would benefit from programs like these. Hope they are in our near future.
12. Informative.
13. More programs!

September 1993

1. Need to let everybody take the class including the supervisors.
2. I think the program was very good and the managers should take it also.
3. This program showed me that I can tell others how I feel without hurting anyone's feelings.
4. The program is very good, but I think management needs more of this kind of class.
5. I like the class, I do think that you need to have a class for management also!

Surrey Place
Confidential Supervisor Rating of Pre-program Participants

Supervisor's Signature _____ Date: _____

Name of employee you are rating: _____

Circle the number that best describes the employee.

1. **Communication Skills:**
   Listening Skills:

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

   Speaking skills:

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

2. **Attendance:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

3. **Workplace Knowledge:** Follows personnel rules, appropriate in workplace behavior, contributes to team efforts, interfaces appropriately with residents.

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

4. **Quality of Work:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

5. **Attitude toward job:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

6. **Amount of supervision required:**

5	4	3	2	1
Works Independently	Needs Infrequent Supervision	Average Supervision Required	Needs Too Much Supervision	Needs Constant Supervision

7. **Overall rating of employee:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

8. **Would you currently recommend this employee for advancement? YES NO**

9. What improvements would you like to see in this employee?

Surrey Place
Confidential Supervisor Rating of Post-program Participants

Supervisor's Signature _____ Date: _____

Name of employee you are rating: _____

Circle the number that best describes the employee.

1. **Communication Skills:**
   Listening Skills:

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

   Speaking skills:

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

2. **Attendance:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

3. **Workplace Knowledge:** Follows personnel rules, appropriate in workplace behavior, contributes to team efforts, interfaces appropriately with residents.

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

4. **Quality of Work:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

5. **Attitude toward job:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

6. **Amount of supervision required:**

5	4	3	2	1
Works Independently	Needs Infrequent Supervision	Average Supervision Required	Needs Too Much Supervision	Needs Constant Supervision

7. **Overall rating of employee:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

8. **Would you currently recommend this employee for advancement? YES NO**

9. **Have you seen a change in the communication skills of this employee since Dec. 1, 1992?** Yes No

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Surrey Place
Employee Self-rating Scale
(All information will be kept confidential)

Name_____

Circle the number that best describes you.

1. **Communication Skills:**
   Listening Skills:

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

   Speaking skills:

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

2. **Attendance:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

3. **Workplace Knowledge:** Follows personnel rules, appropriate in workplace behavior, contributes to team efforts, interfaces appropriately with residents.

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

4. **Quality of Work:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

5. **Attitude toward job:**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

6. **Amount of supervision required:**

5	4	3	2	1
Works Independently	Needs Infrequent Supervision	Average Supervision Required	Needs Too Much Supervision	Needs Constant Supervision

7. **Overall rating**

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

8. Long-term goal. What can you see yourself doing in five years?

Surrey Place Communications I
Supervisory Ratings of 21 Employees
11/92-3/93
Pre and Post Evaluation Gain Compilation

Question	Gain
1a. Communication Skills--Listening Skills	11%
1b. Communication Skills--Speaking Skills	17%
2. Attendance	5%
3. Workplace Knowledge: Follows personnel rules, appropriate behavior, contributes to team efforts, interfaces appropriately with residents.	10%
4. Quality of work	8%
5. Attitude toward job	11%
6. Amount of supervision required	5%
7. Overall rating of employee	14%
Average % gain:	**10%**

Surrey Place
Supervisor Rating of Employees
11/92-3/93

PRE EVALUATION: What improvements would you like to see in this employee?

1. Higher communication skills and interpersonal skills with employees and residents.
2. Increase verbal communication skills with peers and new employees. Improve approaching peers in conflict situations. Take on more leadership qualities among peers.
3. Higher energy level and knowledge of philosophy/operation of division and facility.
4. Improve upon communication skills with peers and new employees when precepting. Improve on handling conflict on a one to one basis in an appropriate manner.
5. More enthusiastic behavior and positive interfacing with residents and peers/co-workers.
6. Improve approaching peers in conflict situations. Increase communication skills with peers when precepting.
7. Improve interpersonal relation with both coworkers in and out of his department.
8. I would like to see this employee pursue academic interests. Good worker.
9. Would like to use as preceptor, improve upon communication skills with peers adn charge nurses, woudl like to see excel in all areas.
10. More involvement and commitment to "the cause" at Surrey Place.
11. Increased confidence. Improved communication skills.
12. Higher communication skills.
13. Increased confidence. Improved communication awareness and skills.
14. Higher communication (verbalization) skills.
15. Increase self-esteem; abiltiy to interpret communication effectively.
16. Better communication among peers, better team work, better attitude toward job.
17. Needs to develop more confidence in himself and his ideas, to become more aggressive in presenting his ideas and beliefs to others.
18. Improve communication.
19. Be more of a motivator, better communicator.
20. Higher self-esteem, therefore higher performance, work quality.
21. Impact others with her postive job role modelling.

POST EVALUATION: Have you seen a change in the communication skills of this employee since taking the course?

16 said yes, 5 said no.

Comments:

1. Seems to be more at ease when communicating with me, could be as a result of the class or that he is getting to feel more at ease around me now that he has gotten to know me better.
2. Does not readily speak up, has a difficult time asking for help or directing another person.
3. Still shy with supervisor.
4. ...has several learning disabilities. She requires a large amount of emotional support. I do not see this changing.

SURREY PLACE COMMUNICATIONS II

Confidential Supervisor Rating of Pre-Program Participants

Supervisor's Signature _____ Date _____

Name of employee you are rating _____

Circle the number that best describes the employee:

1. Communications Skills

Communicates effectively/appropriately with residents/patients

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

Communicates effectively/appropriately with staff members

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

Communicates effectively/appropriately with families & public

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

---

2. Attendance:

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

---

3. Workplace Knowledge

Displays appropriate workplace behavior

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

Contributes to team efforts

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

Knowledgeable about communications impairments affecting residents/patients

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

---

4. Quality of Work

5	4	3	2	1
Excellent	Good	Average	Weak	Poor

---

5. Attitude toward job

5	4	3	2	1

---

6. Amount of supervision required

5	4	3	2	1
Works Independently	Needs Infrequent Supervision	Average Supervision Required	Needs Too Much Supervision	Needs Constant Supervision

(Please continue on next page)

7. Overall rating of employee:

5	4	3	2	1
Excellent	Good	Average	Needs Improvement	Poor

8. Would you currently recommend this employee for advancement?

yes no

9. What improvements would you like to see in this employee?

Surrey Place Communications II
Supervisory Rating of Employees
Overall Gain Compilation
December 1993-January 1994
Reach I

	Question	% Gain
1a	Communicates effectively/appropriately with residents/patients	-6.67%
1b	Communicates effectively/appropriately with staff members:	8.33%
1c	Communicates effectively/appropriately with families and public:	16.67%
2	Attendance:	20.00%
3a	Workplace Knowledge--displays appropriate workplace behavior:	15.38%
3b	Workplace Knowledge--Contributes to team efforts:	7.14%
3c	Workplace Knowledge--Knowledgeable about communications impairments affecting residents/patients:	25.00%
4	Quality of work:	-6.25%
5	Attitude toward job:	6.25%
6	Amount of supervision required:	7.69%
7	Overall rating of employee:	16.67%

Surrey Place Communications II
Supervisor Rating

Question 9: What improvements would you like to see in this employee?

1. Improved attendance, increased confidence in expressing self in the work group.
2. Needs to work on communication skills--be aware of tone of voice, body language. Can be offensive to co-workers.
3. Increased confidence, improved communication with supervision.
4. Consistent team player. Works better with others consistently.
5. Ability to understand assign, improve efficiency of work, time management.
6. Communication skills--abruptness, be more of a leader CNA, promote teamwork, less emphasis on racial issues.
7. More team work and more communicative coworkers.
8. Would like to see him learn to stand up for what he believes is right. Be more forceful in putting across his ideas.
9. Initiative communication, better teamwork, less emphasis on racial issues.

Question 9: Have you seen a change in the communication skills of this employee since taking the course?

1. ...communication skills were always good. I can't say I notice any change but there were no problems before.
2. ...some increase in assertive communication.
3. Somewhat--continues to be a god.
4. no.

Surrey Place Communications II
Customer Satisfaction Survey

Overall, this program was:	
Excellent	2
Good	2
Average	1
Not good	0
Unacceptable	0
This will benefit me in my job:	
A lot	2
Some	3
Maybe in the future	0
Little	0
Not at all	0
This program was:	
Clear and easy to understand	4
Over my head	0
Too basic for me	1
Disorganized and unclear	0

Surrey Place Communications II
Customer Satisfaction Survey
Student Evaluations

Comments about this program:

1. Motivation to use my ideas, positive ways to work with co-workers. More programs.
2. The Parkway teacher was good and she understood everything we had questions about and had a lot of answers.
3. Needs to be longer than one hour.
4. I enjoyed learning about these communication skills and has been very beneficial in everyday life.
5. Overall, I thought it was boring.

WATLOW Electric Company

Watlow Decimal Classes
Supervisor Evaluations
July 1992-March 1994

Survey Question	Supervisor 1	Supervisor 2	Supervisor 3	Supervisor 4
How would you rate the overall program? (On a scale of 1 to 10, 10 being the highest)	10	10	8	8
Would you encourage other employees to participate in this program?	yes	yes	yes	yes
Which specific benefits have you noticed?				
Fewer decimal related errors.		X		
Less supervisor time spent assisting employees.				X
Increase in productivity.			X	
Improved cooperation as a group.		X		
Increase in confidence.	X	X		X
Have you suggested follow-up instruction to employees?	no	yes	no	yes

Watlow Decimal Training
Supervisor Evaluations

What were your expectations of the decimal training class?

1. I expected to learn how to change decimals to fractions and fractions to decimals. It was a good class. I learned a lot from it.

2. For each of us to have a chance to brush up on our skills. And teach each employee how to use decimals so they won't fear their jobs.

3. Everyone coming out knowing something about decimals.

4. To give the employees a common language to facilitate job training. Also to make the transition from fractional measures to decimal measures less traumatic.

What benefits have you seen as a result of employee participation in this program?

1. Some employees said to me they were glad we had the class if helped them out alot. They knew what they were trying to do but they would get confused. I think it has helped them.

2. More confidence in each person--They worked together as a team on this--The more skilled people helped the others.

3. They all know the company is serious about going to decimals across the board. Also they can read their rulers better.

4. It is too early to measure performance improvements. I have seen an increase in confidence in some employees. There is more willingness to do a calculation on their own instead of bringing it to me.

What are the 3 most positive aspects of this program?

1. The group enjoyed the class. We all worked together and asked each other questions.

2. -worked on it together. -learning. -learning on a subject we use everyday.

3. -fraction to decimals. -using calculators to do math. -lots of help for slow people.

4. -improved confidence. -common language. -helps to develop logical thinking skills.

What are the 3 least positive aspects of this program?

1. Jane was a very good teacher. No one was ever singled out in class. No one was ever embarrassed in class.

2. The teacher did a great job of not singling anyone out. Those that did poorly may feel embarrassed about continuing further. Find some way to hand back reports confidentially. This was a big problem.

3. Fast learners in with slow learners is boring. Can't test our of class or do something more advanced.

4. If an employee did not do well, they feel embarrassed and are afraid that they will look dumb if they ask for help. In the short term, it disrupts the production schedule. With no names on the final papers, the employees had to come and look them over to pick theirs out. Toward the end it became obvious who belonged to the remaining papers. They were very upset about this.

Watlow Decimal
Customer Satisfaction Surveys
General Results Tabulation

Survey Question	Date of Class							
	Aug 92	Sept 92	Feb 93	March 93	June 93	Feb 94	April 94	Total
Overall, this program was:								
Excellent	7	4	3	4	10	4	4	36
Good	10	14	5	5	4	11	11	60
Average	1	3	0	0	2	4	5	15
Not Good	0	0	0	0	0	0	1	1
Unacceptable	0	0	0	0	0	0	0	0
This will benefit me in my job:								
A lot	13	8	4	4	7	7	10	53
Some	3	10	4	3	7	3	6	36
Maybe	2	1	0	0	1	7	2	13
Little	0	2	0	1	1	2	1	7
Not at all	0	0	0	1	0	0	2	3
This program was:								
Clear/easy to understand	13	17	6	7	14	11	16	84
Over my head	4	1	0	0	2	3	3	13
Too basic for me	0	1	2	1	0	2	2	8
Disorganized and unclear	1	2	0	0	0	3	0	6

Watlow Decimal
Customer Satisfaction Surveys
Comment Compilation

August 1992

1. Jane did a really good job with us.
2. Good instructor, good visual aids.
3. It really helped me brush up on my skills
4. I'm really glad Watlow offered this course. Even though I feel I already knew the material, it was a great review.
5. Very helpful.
6. I learned alot from the program. The teacher wasn't afraid to help. She helped explain things.
7. Over-all it was good. I learned what I needed for my workplace.
8. It was set at a good pace.
9. I found it very helpful, and not as difficult as I thought it would be. I'm not afraid of decimals and fractions like I used to be.
10. This is a very good class. I think it helped me in many ways.
11. The teacher (Jane Snyder) was friendly and easy to understand and learn from.
12. After Jane Snyder became our instructor, the course was more clear and easy to understand. The other teacher got me confused.
13. Emphasize correct reading of decimals. If they say "point ---" they really do not understand what the decimal is.
14. It went too fast for me and I needed more help understanding.

September 1992

1. Helps me remember stuff I forgot.
2. Too many people at different levels to start at.
3. Mrs. Snyder is great and patient, very helpful.
4. You could spend more time on explaining.
5. I liked it.
6. The program is a good one. But I'm slow to learn. Although I have picked up quite a lot from this.
7. The information (workbook) was very helpful.

February 1993

1. For me it went a little too slow but for the other people that have been out of school longer have said they need the teacher to explain in more detail and not go so fast.
2. It is a good class for everyone to get into.

March 1993

1. It helped me a lot in refreshing my math.
2. It was good if you needed it. I think many did not.
3. I believe this will benefit me in my job because my job has a lot to do with math.
4. I don't believe I needed it.
5. I think the program was good and the teacher was really nice and understanding.
6. There should have been a way that a person should test out of the course.
7. If even no one can understand it try to ask more to learn.
8. It has taught me to use my brain and learn more use of a calculator.
9. Good.
10. There should have been a way to test out so that those who didn't need it could continue working.

June 1993

1. Helped with understanding and brought back a lot of things forgotten about fractions, etc.
2. Diane L. is very nice. I ate my apple at lunch.
3. I believe it was an excellent idea to have this course.
4. This class will benefit me in my job if I had not already known the material.
5. I don't believe I needed it.
6. A few things were easy to understand. Overall taught clearly, but some things I could have used more time on. Enjoyed the class and how it was taught. Thanks!
7. We had a good teacher and she really took her time with us.
8. The program was not so much to understand it makes you stop and think.
9. Hope we have another decimal class again.
10. Enjoyed class very much. Teacher made me feel comfortable, helped me to understand, and bring to remembrance things about math I had forgotten. Pre-math class helped me a lot. Thanks.
11. I really enjoyed myself in class. I learned a lot and feel I will greatly benefit from the class. Thanks.

February 1994

1. Drives me crazy but.....interesting.
2. I would still like to take the class over again.
3. Use more examples from shop areas and designers prings.
4. Had to stop for overtime.
5. I enjoyed the class and the teacher was pretty cool. She helped out a lot. Thanks. We will all miss you...
6. Somewhere we had to stop for about a month and forgot some. Need to review again. I really enjoy this class.
7. Thank you for your time. You are a wonderful teacher.
8. It was rushed--had a hard time listening to the teacher and working in book at the same time.
9. We had to stop for about a month because of all the work we had on the floor.

April 1994

1. Good refresher course.
2. Need more one on one help.
3. Good, overall.
4. I enjoyed it.
5. Not thorough enough won't be able to remember what I learned.
6. It's a good thing for us to go through just to refresh our memory with decimals and fractions.
7. Correct answers would be nice.
8. It really showed me that things aren't as hard as they look.

Watlow Decimal Classes
Pre and Post Testing Using Functional Context Test
July 1992 - March 1994
Reach 1

	Date of Instruction	Hours in Attendance	Pretest % Score	Posttest % Score	% Gain
1	4/93	10.5	10	35	25
2	12/92	6	20	60	40
3	9/92	7	30	75	45
4	12/93	4	20	68	48
5	2/94	5	30	95	65
6	9/92	7	10	50	40
7	2/94	5	45	60	15
8	2/94	5	10	45	35
9	4/93	9.5	40	80	40
10	7/92	15.5	68	69	1
11	4/93	6	58	100	42
12	12/93	3	100	94	-6
13	9/92	7	10	40	30
14	4/93	9.5	80	85	5
15	2/94	4	74	95	21
16	2/93	6	55	77	22
17	12/93	2	80	100	20
18	12/93	4	40	100	60
19	12/93	4	65	90	25
20	2/94	4	38	85	47
21	4/93	6	50	90	40
22	2/93	7	82	90	8
23	9/92	7	15	55	40
24	2/93	7	90	100	10
25	9/92	6	60	95	35
26	9/92	7	60	95	35

	Date of Instruction	Hours in Attendance	Pretest Score	Posttest Score	Gain
27	12/93	4	20	65	45
28	9/92	7	60	80	20
29	12/93	4	50	80	30
30	4/93	6	79	100	21
31	2/94	3	68	78	10
32	12/93	3	15	45	30
33	4/93	5	70	95	25
34	9/92	5	75	100	25
35	2/94	5	76	100	24
36	9/92	7	60	95	35
37	4/93	10.5	70	80	10
38	9/92	7	20	55	35
39	4/93	10.5	100	100	0
40	9/92	7	40	95	55
41	12/92	7	25	77	52
42	9/92	6	50	100	50
43	12/92	7	72	95	23
44	12/93	4	63	85	22
45	12/92	6	75	90	15
46	12/93	4	50	95	45
47	2/94	4	60	80	20
48	9/92	7	20	90	70
49	2/93	6	67	76	9
50	12/93	4	35	50	15
51	2/94	5	95	78	-17
52	2/94	5	100	95	-5
53	2/93	7	50	98	48
54	2/94	5	83	99	16
55	12/93	4	25	65	40
56	4/93	4	100	95	-5
57	9/92	6	20	50	30

	Date of Instruction	Hours in Attendance	Pretest Score	Posttest Score	Gain
58	2/94	5	20	80	60
59	12/92	7	70	92	22
60	12/92	7	75	95	20
61	2/94	4	10	20	10
62	2/94	4	45	73	28
63	12/93	4	35	65	30
64	12/92	7	10	62	52
65	9/92	6	95	100	5
66	9/92	7	70	90	20
67	2/94	5	35	100	65
68	2/93	7	30	75	45
69	9/92	7	0	70	70
70	4/93	10.5	40	74	34
71	9/92	6	70	100	30
72	12/93	7	100	100	0
73	9/92	7	30	95	65
74	2/94	5	35	73	38
75	12/92	7	0	45	45
76	9/92	7	20	80	60
77	2/93	5	65	98	33
78	2/93	7	65	95	30
79	4/93	9.5	80	75	-5
80	12/93	4	70	95	25
81	4/93	7	100	100	0
82	12/93	4	65	75	10
83	4/93	9.5	72	85	13
84	4/93	10.5	100	100	0
85	4/93	10.5	40	60	20
86	12/93	3	60	60	0
87	2/93	6	70	98	28
88	12/93	3	55	83	28
89	12/93		10	75	65

	Date of Instruction	Hours in Attendance	Pretest Score	Posttest Score	Gain
90	12/93	4	42	80	38
91	4/93	10.5	70	100	30
92	9/92	7	20	70	50
93	9/92	7	10	85	75
			51	78	27

Watlow Decimal Classes
Incomplete Testing
July 1992-March 1994
Reach 1

	Date of Instruction	Hours in Attendance	Pretest Score	Posttest Score	Gain
1	12/93	4	20		
2	2/94	4	25		
3	2/94	2	94		
4	7/92	6	*	*	
5	7/92	7	*	*	
6	7/92	6	*	*	
7	12/93	4			
8	2/94	4	35		
9	2/94	4			
10	7/92	5	*	*	
11	7/92	6	*	*	
12	7/92	8	*	*	
13	12/93	2	41		
14	7/92	7	*	*	
15	7/92	7	*	*	
16	2/93	2	73		
17	2/94	4	50		
18	2/94	4	86		
19	12/92	6	100		
20	7/92	7	*	*	
21	12/93	3	45		
22	4/93	9.5	35		
23	12/93	4	53		
24	2/94	4	98		
25	12/93	4	25		
26	7/92	7	*	*	
27	2/94	3	90		

28	7/92	7	*	*
29	2/94	5		
30	7/92	7	*	*
31	4/93	9.5	80	
32	2/94	5		
33	2/93	7	75	
34	2/94	3		
35	2/94	5		
36	12/93	3	50	
37	2/94	5		
38	7/92	7	*	*
39	7/92	7	*	*
40	2/93	5		
41	7/92	7	*	*

*** At company request, no pre- or post-testing was done for the initial classes (7/92).**

Watlow Writing Class
Customer Service Response Compilation
October 1992-April 1993
Reach 1

Survey Question	Date 10/2	12/92	1/7/93	1/26/93	3/4/93	4/8/93	Total
Overall this program was:							
Excellent	8	5	4	3	2	1	23
Good	7	7	7	3	2	7	33
Average	0	0	2	0	0	0	2
Not good	0	0	0	0	0	0	0
Unacceptable	0	0	0	0	0	0	0
This program was:							
Clear/easy to understand	14	11	12	6	4	6	53
Over my head	1	1	0	0	0	2	4
Too basic for me	0	0	2	0	0	0	2
Disorganized and unclear	0	0	0	0	0	0	0
This will benefit me in my job:							
A lot	12	8	5	3	1	1	30
Some	3	4	6	3	3	5	24
Maybe in the future	0	1	1	0	0	2	4
Little	0	0	1	0	0	0	1
Not at all	0	0	0	0	0	0	0

Watlow Writing Class
Customer Service Response Compilation
October 1992-April 1993

October 1992

1. The teacher did an excellent job on explaining.
2. We need more classes like this.
3. It related to our job.
4. I liked the mind mapping best.
5. The tapes could be more informative and clearer to the listener.
6. I liked learning about mind mapping. It helps me in meetings organizing notes better.
7. The video tapes were kind of hard to take notes from. Most meetings that you attend, you know what its about basically. It's hard when you don't understand what is done in that department.
8. I would like a class on proper wording.
9. I would like a class on spelling.
10. It helped to not write vague sentences.
11. I liked the friendly, amiable demeanor of our instructor, the relevance of the written exercises, and the overall ambiance of the seminar. Cookies were good, too.
12. Schedule earlier in the day so that departmental objectives are maintained. Schedule on Saturday maybe.
13. Believe classes on writing skills are an asset, and an important opportunity for those who need improvement in writing.
14. Nobody makes you feel stupid.
15. I feel that some people that are not in "Firerod" lines had a harder time with the videos. If you know what the meeting is about it is easier to take notes.
16. I would like a class on writing to the point sentences.
17. I want to get more into how to write proper sentences and wording of them.
18. Many examples were given in class and as handouts.
19. I would like a class on production standards or technical writing for operations.
20. Now I have a way to easily produce memos.
21. I enjoyed the writing part, because I like to write and don't do it alot in the shop.

December 1992

1. I liked the teacher, the handouts, the video, and the overall organization.
2. The classes went by too fast.
3. Lois is very organized and presents things in a way I understood.
4. I would like a little better quality video, but use some tapes with some people.
5. More about mind mapping everything.
6. This is the first time the subject has been easy to understood.
7. The class interfered with other meetings, and it was a problem to get to class.
8. I would like a class on writing easy short and to the point.
9. I liked watching the tape and trying to put everything in some kind of order.

10. I want more emphasis on purpose of class instead of grading what we actually did in class.
11. If possible, show video of meeting about subject everyone would be familiar with. Maybe a simulated meeting could be taped about planning a Christmas party or an employee picnic.
12. At this point, I'm not willing to devote time to learning the skills.
13. I liked the mind mapping. It did help at a meeting of mine that I know things about.
14. It think it would help to have meetings on what involves individuals. The first tape was tough.
15. This class will help me to write my minutes faster. Lois is a good teacher. She really explains things to you so you can understand. She does not talk over your head.
16. The tapes are very important they need to be short and easy to understand. I think we need another class.
17. Lois explained everything very well and to the point.
18. I think one more class is necessary.

January 1993

1. I liked how we learned how to say what we need to and not use larger words to do so.
2. I was all very good.
3. I could not understand some of the video. They were either speaking too soft or running their words together.
4. The class will help me become more organized.
5. Have the class for 2 or 3 hours in one day and have more meetings on tape so we can get more experience.
6. The instructor really was working at making us be better at taking notes and report writing.
7. The audio portion of the video presentation could have been improved. Maybe a few lapel mics.
8. A new idea on how to take notes!
9. Better video examples to illustrate concepts being presented would be good.
10. Lois made things easy to understand.
11. The mindmapping wasy very easy to use and to understand.
12. Try to coinside next time with watlow teachings so we will learn consistantly.
13. I would like a class on formal letters to suppliers.
14. Mind mapping was very helpful.
15. I would like a class in letter writing, proper format, etc.
16. Keep it as is.
17. How to set up minutes in a shorter form.
18. Have classes for different levels.
19. The relaxed atmosphere and there was no pressure to get it right the first time. It was a nice learning experience.
20. I think that team leaders and management should encourage team members to take advantage of classes and any learning experience.

February 1993

1. Material was related to our jobs.
2. Mind mapping--a really easy way to take down information.
3. Make the first mind mapping exercize a more reality based job situation so people really see the impact.
4. Examples of keeping or getting the readers attention.
5. Lean more towards technical writing skills.
6. I didn't figure I would understand in only three weeks. But I think I do.
7. I would have liked it to last a couple of more weeks so I would be sure.
8. The clear way each class was presented to us.
9. I liked being able to actually practice taking notes.
10. I would like a class on sentence structure.

March 1993

1. I liked the small class.
2. The teacher was able to spend time with each person.
3. Seeing examples as to what has been and is being done.
4. Everybody was able to participate in a no pressure atmosphere. Course was not rushed and we received plenty of personalized instruction.
5. The video presentation and working off report-based on an actual meeting.
6. Spend a little bit more time in the class room.
7. Tapes could deal more with our area of expertise.
8. Sometimes the time that is involved in taking these courses isn't long enough. When you feel that you are about the learn the basics of the course, the course is completed.
9. I would like a class on writing paragraphs, sentence structure.
10. I would like a class on how to write directives and inter office memos or procedures.

April 1993

1. I liked the presentation of materials.
2. I think a lot of us could use more classes on writing. Maybe sentence writing, story writing.
3. The class was informal and fun.
4. The information and how it was presented was good. I'm not sure six hours was necessary.
5. I would like a class in punctuation.
6. The class was a little too fast paced.
7. The teacher was helpful and friendly.
8. Maybe instead of videotapes, conduct a mock meeting and take notes on it instead. This way everyone has a clearer understanding of what was discussed.

The Workplace Initiative
Watlow Writing Class Attendance Report
October 1992-April 1993
Reach 1

	Oct 1992	Nov 1992	Dec 1992	Jan 1993	Feb 1993	Mar 1993	Apr 1993	Total
1			3.00					3.00
2				1.25	3.00			4.25
3			3.50					3.50
4			4.00					4.00
5	4.50	1.50						6.00
6				2.50				2.50
7			1.25					1.25
8	1.00	1.25	1.50					3.75
9	3.00							3.00
10			4.00					4.00
11						1.50		1.50
12						1.50	3.00	4.50
13			3.50					3.50
14	4.50							4.50
15				1.25	1.50			2.75
16	3.00	1.50						4.50
17				2.75				2.75
18						4.50		4.50
19						3.00		3.00
20						1.50		1.50
21						1.50	3.00	4.50
22				1.25				1.25
23				4.25				4.25
24	3.00	1.50						4.50
25						1.50		1.50
26						4.00		4.00

	Oct 1992	Nov 1992	Dec 1992	Jan 1993	Feb 1993	Mar 1993	Apr 1993	Total
27						1.50	3.00	4.50
28				4.00				4.00
29	4.50							4.50
30			4.50					4.50
31			4.50					4.50
32			1.25					1.25
33			4.00					4.00
34	1.50							1.50
35				4.25				4.25
36	3.00	1.25						4.25
37						1.50		1.50
38			4.00					4.00
39				1.25	2.75			4.00
40				1.25	3.00			4.25
41						1.50		1.50
42	4.50							4.50
43						1.50		1.50
44			4.50					4.50
45				1.25	1.50			2.75
46						1.50	3.00	4.50
47				1.25				1.25
48				4.25				4.25
49			1.25	2.75				4.00
50				1.25	1.50			2.75
51			3.75					3.75
52				4.25				4.25
53						1.50		1.50
54				4.25				4.25
55	4.50							4.50
56						1.50	3.00	4.50
57				1.25				1.25

	Oct 1992	Nov 1992	Dec 1992	Jan 1993	Feb 1993	Mar 1993	Apr 1993	Total
58				4.00				4.00
59				4.00				4.00
60			3.00				1.50	4.50
61						3.00	3.00	6.00
62						4.50		4.50
63						0.75	1.25	2.00
64						1.50		1.50
65				1.25	1.50			2.75
66			4.00					4.00
67				1.25	1.50			2.75
68			4.00					4.00
69						3.00		3.00
70				4.25				4.25
71				1.25				1.25
72						1.50		1.50
73						1.50	1.50	3.00
74			4.50					4.50
75				1.25				1.25
76				4.25				4.25
77				4.25				4.25
78				4.25				4.25
79				1.25	3.00			4.25
80	3.00	1.25						4.25
81	4.50							4.50
82			4.50					4.50
Total	44.50	8.25	68.50	75.75	19.25	45.25	22.25	283.75

Watlow Electric Basic Skills Job Retention Results
July 1, 1992-March 31, 1994

Key
S = still with company
O = other employment
L = laid off
R = retired
F = fired
T = transfered within company
P = promoted

	Name	Employment	Description Promotion
1	Baker, Margaret	S	
2	Bilbry, Brad	S	
3	Borah, Patricia	S	
4	Briscoe, Wanda	S	
5	Brittain, Priscilla	S	
6	Bryant, Keisha	S	
7	Butler, Betty	S	
8	Carter, Ida	S	
9	Cason, Theresa	S	
10	Cole, Don	S	
11	Coplin, Ron	S	
12	Crowder, Dawn	F	
13	Kinworthy, Kathy	S	
14	Foerster, Mickey	S	
15	Fournnier, Dolores	S	
16	Gransbach, Mary	S	
17	Grapperhaus, Frank	S	
18	Andereck, Macrinna	S	
19	Herbst, Mary	S	
20	Holting, Ann Dee	S	
21	Hornung, Debra	S	
22	Howe, Larry	O	
23	Koelling, Kim	S	
24	Kostelecky, Ruby	S	
25	Kratz, William	S	
26	Larrigan, Joan	S	
27	Lewis, Angela	S	
28	Lukasek, Donna	S	
29	Marchbanks, Helen	S	
30	Massey, Charles	S	
31	Mayfield, Vernetta	S	
32	McCombs, Sarah	S	
33	McCool, Brenda	S	P
34	Mueller, Paul	S	
35	Murphy, Clyde	S	
36	Murphy, Debbie	S	

Name	Employment	Description Promotion
37 Oswald, Robin	F	
38 Pape, John	S	
39 Polson, Betty	S	
40 Rollman, Rachelle	S	
41 Sander, Melody	F	
42 Schweppe, Deborah	S	
43 Smallen, Judy	S	
44 Smith, Theresa	S	
45 Smith, Judith	S	*P
46 Summers, Shirley	S	
47 Voigt, Ken	S	
48 Wallace, Beverly	S	
49 Walters, Jim	S	
50 Warren, Alice	S	
51 Williams, Glenda	S	
52 Yanga, Pat	S	P to coach

*Deaf ESL student who received one-on-one instruction with a teacher and an interpreter. This student was able to secure a full time position with the WATLOW plant in Columbia, M and be reunited with her husband.

T = 52

3 Promoted	6%
3 Fired	6%
1 Found other employment	2%

92% remain with the company after a year and one half.

WATLOW Electric
Basic Skills Class - Pre and Post Testing
July 1992-March 1994
TABE Scores Reported by Grade Level

	Total Hours Attended	Reading Pretest	Reading Posttest	Math Pretest	Math Posttest	Language Pretest	Language Posttest
1	103.75	D5 9.0		E5 5.0	E6 6.8	D5 4.9	M5 6.0
2	0.00						
3	17.75	D5 12.9		M5 8.0			
4	8.00	A5 12.9		A5 12.9		A5 12.9	
5	96.25	A6 12.9	Prac. GED	D6 7.0		D6 8.5	
6	14.50						
7	16.00	A5 12.9		D5 10.9			
8	12.00	A5 10.8				A5 9.0	
9	1.00	No tests--decimal papers					
10	10.00		A5 12.9	M5 8.3	D5 12.9	D5 10.4	
11	4.00						
12	8.00						
13	37.75	D5		D5 10.4		D5 7.6	
14	6.00	M5 9.0		M5 8.1		M5 10.6	
15	16.00	A5 12.9		M5 7.8			
16	21.50	A5 12.9		A5 10.6			
17	77.75	D5 8.7		M5 8.9			
18	38.75	A5 12.9		A5 12.9			
19	12.00	A5 12.9		D9.9		A5 8.0	
20	1.00	Hawaiian--studied decimal unit					
21	6.00	A5 12.9					
22	7.00	A5 12.9		M5 8.4	Prepare to enroll in college		
23	43.75	A5 12.9		D5 12.9		A5 12.9	
24	198.00	studied math--found employment elsewhere					
25	2.00						
26	1.00						
27	117.00	Sloss 3.0	M5 6.2		M5 7.6		
28	1.00						
29	92.25	D5 8.8		M5 8.7	D6 9.2	M5 8.2	
30	30.00	D5 10.0		M5 8.6		M5 9.1	
31	207.75	D5 7.6	D6 8.2	E5 7.3		M5 4.6	
32	26.00	A5 12.9		A5 10.4		A5 12.9	
33	5.00	A5 12.9		D5 7.1			
34	164.00	D5 10.6		M5 7.1	M6 8.0	M5 8.4	
35	34.00	A5 12.9		A5 9.3		A5 10.4	
36	170.00	A5 12.9		A5 12.9	A5 12.9	A5 12.9	

Parkway Area Workplace Initiative Watlow Basic Skills

	Total Hours Attended	Reading Pretest	Reading Posttest	Math Pretest	Math Posttest	Language Pretest	Language Posttest
37	22.50	A5 12.9		M5 6.5		D5 5.3	
38	8.00	D5 7.5		M5 5.8		M5 4.8	
39	2.00	A5 10.6					
40	2.00	A5 12.9		A5 12.9		A5 12.9	
41	2.00	M5 12.9		D5 8.3		D5 7.1	
42	35.75	D5 9.3		D5 8.3			
43	4.00	D5 8.6		M5 6.2			
44	41.25	A5 11.4		M5 7.8		D5 7.1	
45	25.75			A5 7.4	A6 8.5		
46	10.00	Deaf ESL Handled separately				D5 8.8	
47	12.45	A5 12.9		D5 8.0			
48	6.00	PASSED GED w. 263					
49	14.50	A5 12.9		A5 12.9		A5 12.9	
50	2.00	M5 7.7		M5 6.1		M5 6.0	
51	96.00			D5 12.9	A5 12.9	D5 12.9	
52	28.00	A5 12.9		M5 8.6		D5 11.5	
53	85.00	A5 8.6		M5 6.8			
54	27.75	A5 8.6		A5 12.9		A5 12.9	
55	245.75	M5 9.0		M5 7.5	D6 12.9	M5 7.6	

Parkway Area Workplace Initiative Watlow REACH

Workplace Initiative
Watlow Electric/Reach
Deaf English as a Second Language Student

Student	Oct 1992	Nov 1992	Dec 1992	Jan 1993	Feb 1993	Mar 1993	Total
1 Smith, Judy	4.00	4.00		6.00	8.00	8.00	30.00
Total	4.00	4.00	0.00	6.00	8.00	8.00	30.00

IV. 25

DECIMAL SKILLS INVENTORY

1. Write: one thousand eight hundred seventy-five ten thousandths as a decimal.

2. Change 3.0625 to a mixed number and reduce.

3. Change 3/32 to a decimal.

4. Rewrite the following list in order from smallest to largest: .2500, .5, .375, .0625

5. Round the following to three places: .015625, .1875, .234375

6. 33.05 + 41.67 + 50

7. 5.75 - .115 4 - .16

8. 7.75 x .02 .08 x 2

9. Change 3/4 into a decimal.

10. Your design sheet specifies that the tube cut should be 3.1953. Your machine has a standard rule marked off in fractions. Look at the attached chart and find between what two decimals the .1953 falls. What two fractions correspond to these two decimals? Between what two numbers on your ruler should the tube cut fall?

Decimal Skills Post-Test

1. Write: two thousand seven hundred forty four ten thousandths as a decimal.

2. Change 3.1875 to a mixed number and reduce.

3. Change 11/32 to a decimal.

4. Rewrite the following list in order from smallest to largest:
   .3400, .6, .465, .0525

5. Round the following to three places: .026736, .2986, .345475

6. 44.06 + 52.78 + 60 =

7. 6.86 - .226 = 5 - .27 =

8. 8.86 X .03 = .09 X 3 =

9. Change 1/5 into a decimal.

10. Your design sheet specifies that the tube should be 4.2633. Your machine has a standard rule marked off in fractions. Look at the chart and find between what two decimals the .2633 falls. What two fractions correspond to these two decimals? Between what two numbers on your ruler should the tube cut fall?

Project Assessment Form

Project Assessment Form
PROJECT REACH

Please take a few minutes to complete the following assessment form and return to Dr. Henschke , Associate Professor - Educational Studies, Dept. of Educational Studies - University of Missouri, St. Louis, MO 63121. Your response will help us strengthen our services and better meet the workplace literacy needs of your employees.

Rate the project on the following components. (If you don't feel well enough informed to answer a particular question, leave it blank.

Project Organization and Leadership

	Excellent	Above Average	Good	Average	Poor
Project Organization	5	4	3	2	1
Project Leadership	5	4	3	2	1
Project Communications	5	4	3	2	1
Timeliness of Actions	5	4	3	2	1
Advisory Committee Members	5	4	3	2	1
Project Monitoring Strategies	5	4	3	2	1

Comments:

Workplace Literacy Training

	Excellent	Above Average	Good	Average	Poor
Organization	5	4	3	2	1
Facilities	5	4	3	2	1
Instruction	5	4	3	2	1
Materials	5	4	3	2	1
Support Services	5	4	3	2	1

Comments:

v.

Video, Articles, and Endorsements

What is Workplace Literacy?

Workplace Literacy Programs offer on-site basic skills instruction in partnership with employers to upgrade the basic skills of employees to meet the changing needs of the workplace.

How do these programs differ from Basic Skills/GED classes currently offered by ABE programs?

Workplace Skills Enhancement Programs, because they are on site, are closed to the public and subsidized by the employer. To meet the needs of the student as employee, workplace basic skills instruction often uses supplemental materials that are job-related. The desired outcome of this instruction is that the employee has the basic skills necessary for job retention and advancement. The employer also has a more productive, more competitive workforce. There is no one model for a successful workplace program. Flexibility in meeting needs is the key.

How do I interest a company in establishing a Workplace Literacy Program?

It is easiest to establish a Workplace Literacy Program when an employer has realized that there is a problem with scrap rate, safety, or retraining. For instance, manufacturers who are changing their production processes to cross-trained teams often discover that employees are unable to convert fractions to decimals or manufacture for export using metrics.

Companies that are downsizing or closing find that education can help employees pass pre-employment tests for a new job or receive a prerequisite GED.

Many employers discover the need for educational assistance when job training does not "take". Most training materials are written on the tenth grade level and above.

What is an effective arrangement for Workplace Literacy Programs?

An effective arrangement for workplace literacy programs is the establishment of a GED/basic skills classroom on site manned by instructors who are trained in task analysis to determine what basic skills are imbedded in jobs. Specific training can be delivered as an extension of basic skills classes. Examples are:

1. Report writing for security guards whose documentation is legal evidence.
2. Reading instruction that includes medical terminology for Certification Nurse Assistants.
3. Communication skills training for entry level workers at health care facilities.
4. Basic math instruction on site for employees who have been receiving tuition reimbursement for remedial math classes given at the college level.

Workplace literacy programs can help provide secure futures for employees, a workforce that is more productive, and an opportunity for ABE programs to expand their services.

Parkway Area Adult Basic Education Program is the recipient of two National Workplace Literacy grants totaling $467,373 to develop and deliver workplace literacy programs and to serve as a regional resource center. Jane Snyder, Project Director can be reached at (314) 469-8523 or at the Workplace Initiative, 12657 Fee Fee Road, St. Louis, MO 63146.

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Workplace Literacy

by Jane Daily Snyder, M.A., MBA
Director, The Workplace Initiative

- John, an environmental services worker at a large metropolitan St. Louis hospital, must choose the appropriate kit from 84 choices available for cleaning up spills. John is able to read at the fourth grade level, a satisfactory level when he was hired for his job 10 years ago.

- LaVonne has worked on a manufacturing production line for 15 years. Her employer is changing its manufacturing process to cross-trained teams. LaVonne must now participate in weekly meetings, take minutes on a rotating basis, and write reports. Although she has always had the highest possible performance ratings, she is thinking about quitting her job because of these new demands.

- To meet export specifications, Jim must convert inches to centimeters and fractions to decimals as he sets his machine. Jim's scrap rate is jeopardizing his job. Jim does not have the basic math skills necessary to perform rudimentary calculations, even with a calculator.

The above scenarios are actual examples of "skills gaps" in the workplace taken from the files of The Workplace Initiative, a workplace literacy program offered through the Parkway Area Adult Education Program.

Because many workers do not have the basic skills currently required by their jobs, they make performance mistakes that cost time, money, and customers. Rather than being an indictment of our educational system, this problem is a reflection of the changes taking place in the nature of work.

The United States is in the midst of a new industrial revolution. Competition from Pacific rim and European countries means that the United States must be able to manufacture a large variety of high-quality products in a timely fashion and offer them at favorable prices. Cost containment in health care mandates more efficiently run hospitals and long-term care facilities. Expansion of the service economy demands sophisticated communication skills in the entry level workers. Downsizing has meant that workers are handling an increasingly heavy workload. In short, more is being expected of American workers than ever before in history.

When a worker with weak basic skills is dismissed, it is the hope of the employer that a better skilled employee will be available to take his place. This is not always the case. The demographics tell us that 85% of the workers who will be available in the year 2000 are already employed or seeking employment. The cost of recruiting and training an entry level worker in the St. Louis area is approximately $7,000.

Many St. Louis employers are developing the basic skills of their employees by establishing skills enhancement programs on-site in cooperation with local basic education providers. Called Workplace Literacy Programs, these educational offerings upgrade basic skills using job-related materials. The word *literacy* is misleading, for although these programs DO serve some of the 27 million Americans that read at the fourth grade level or below, the majority of students receiving instruction are "functionally illiterate," or lacking the reading and writing skills to perform their current jobs satisfactorily.

For instance, an eighth grade reading level is necessary to comprehend work orders, forms, and manuals used by production workers, machine operators, and service workers. Skilled workers, health care technologists, and supervisors need to have skills that correspond to an eleventh grade to college reading level just to do rudimentary job tasks.

Workplace Literacy is, however, more than the ability to read. Workplace Literacy also includes:

- Computation Skills.
  Manufacturing products to customer specification means that machinery must be reset and dimensions recalculated for each product. While most Americans do know how to do basic math functions, they are often unable to apply what they know.

- Writing Skills.
  Information must be accurate and concise as it is transferred throughout an organization. Workplace writing might entail filling out forms, summarizing actions taken, and writing concise memos and letters.

- Learning How to Learn.
  In order to effect continuous improvement in quality and service, the speed of change is going to continue to accelerate. Retraining is not an event, but an on-going process.

- Communication Skills, Speaking and Listening.
  When production lines meant repetitive tasks performed at ever increasing speeds, communication was one directional, from supervisor to employee. World Class Manufacturing creates work teams where the team members have shared responsibility for continuous quality improvement.

- Problem Solving and Creative Thinking.
  Increases in productivity and Continuous Quality Improvement (CQI) systems depend on every team member's contribution. Work teams are relied upon to solve problems on their own.

All research tells us that education pays. In the case of Workplace Literacy, education pays for the employer as well as for the employee.

The Workplace Initiative is funded by a National Workplace Literacy Grant from the U.S. Department of Education. The Parkway Area Adult Basic Education Program serves six school districts in west St. Louis County and is a 1992 winner of the U.S. Secretary of Education's Award for Outstanding Adult and Literacy Programs. For more information about establishing a Workplace Literacy Program, call 469-8523.

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GREATER ST. LOUIS GATEWAY TO LITERACY

January 10, 1994

Ms. Wilma Sheffer
St. Louis Community College
Workforce Preparation Program
300 South Broadway, St. Louis, MO 63102
314-539-5361, Fax-539-5170
President

Ms. Diana D. Schmidt
Literacy Investment For Tomorrow-Missouri(LIFT-Missouri)
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Vice President
Annual Meeting Chair

Ms. Shirley Mosinger
Plus - Gateway to Literacy
14 Sackston Woods, St. Louis, MO 63141
314-432-5541
Secretary
Nominating Committee Co-Chair

Ms. Leslee Small
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Treasurer

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Adult Basic Education
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Literacy Council of Greater St. Louis
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Nominating Committee Co-Chair

Ms. Jim Lyons
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314-241-2288
Membership Committee Co-Chair

Ms. Bill Curtis
Director of Adult Education, Vogt School
200 Church Rd., St. Louis, MO 63136
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Publicity Committee Chair

Ms. Donna Burk
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Mr. Larry Clark
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Ms. Castella Henderson
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Ms. Dolores B. Malcolm
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Fax-361-3589

Ms. Diane Peal
314-539-4075

Mr. K. Duane Rankin
618-692-2254

Mr. Bill Wagner
314-225-4494

Jane Snyder, Coordinator
Workplace Literacy
12657 Fee Fee Road
Creve Coeur, MO 63146

Dear Jane:

The Greater St. Louis Gateway to Literacy appreciated your willingness to present at the Workplace Literacy Forum on December 15, 1993. Feedback from various participants was positive. The video is an excellent way to orient the audience on the "big picture" for workplace literacy, both for needs and solutions from several perspectives. The informal discussion which followed allowed the forum participants to learn more about Parkway's efforts.

I want to personally commend you for your outstanding leadership in this emerging field. As a colleague and friend I appreciate your unique ability and experience, your humor, and steadfastness. I look forward to our continued relationship, and hope 1994 will be loaded with good outcomes for you and your program.

Thanks again for your help!

Regards

Wilma Sheffer
President

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Weyerhaeuser

3001 Otto Street
Belleville, Illinois 62223
Tel (618) 233 5460
Tel (314) 436 2907
Fax (314) 436 1754

February 25, 1994

Ms. Jane Snyder
WorkPlace Literacy
Parkway Area Adult
Basic Education Program
12657 Fee Fee Rd.
St. Louis, MO 63146

Dear Ms. Snyder:

I just had an opportunity to view your video titled WorkPlace Literacy. Since Weyerhaeuser is in the process of obtaining a grant to start a similar education program at our facility, I found the video extremely helpful. It was insightful about the program. It also was very well produced.

The video was sent by a colleague at Essex Community College in Baltimore, MD. My colleague and I have been in communication about workplace literacy. She offered to send me your video which, in her opinion, was extremely informative. I took her up on her offer; I was not disappointed.

Thank you for doing this service to the community.

Sincerely,

K. S. Schonlau

Kathleen S. Schonlau
Human Resource Manager

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WORKPLACE LITERACY, (the video)

The Workplace Initiative, in cooperation with the University of Missouri, St. Louis, has produced a video introducing the concept of Workplace Literacy to prospective clients. This fourteen minute, first quality production features endorsements from:

* Tom Johnson, Vice-President of Human Resources, Public Safety Equipment.
* Don Eggleston, Director of Education and Training, St. Mary's Health Center.
* Bill Berendt, Vice President, Barnes - Jewish Hospital.
* Supervisors at manufacturing sites and hospitals.
* Program participants.

Included are testimonials to the:

* Financial benefits to a company or health care provider.
* Results in career growth and improved job performance.
* Need for the program at manufacturing sites and hospitals.
* Importance of being a "Learning Organization".

Cost:

$20, + shipping, handling, and insurance ($5 minimum)

The Workplace Initiative
12657 Fee Fee Road
St. Louis, Missouri 63146
(314) 469-8523

(funding for this project was provided by the Missouri Department of Elementary and Secondary Education, Adult Division, and the U.S. Department of Education under a National Workplace Literacy grant.)